Preparatory Committee for the 2020 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons

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Disarmament and non-proliferation education and awareness-raising

Working paper submitted by the members of the Non-Proliferation and Disarmament Initiative (Australia, Canada, Chile, Germany, Japan, Mexico, Netherlands, Nigeria, Philippines, Poland, Turkey and United Arab Emirates)

1. The 2010 Review Conference of the Parties to the Treaty on the Non-Proliferation of Nuclear Weapons, for the first time in the history of the Treaty, underscored the importance of disarmament and non-proliferation education as a useful and effective means to advance the goals of the Treaty in support of achieving a world free of nuclear weapons. Indeed, in action 22 of the action plan adopted at the Conference, all States are encouraged to implement the recommendations contained in the report of the Secretary-General on the United Nations study on disarmament and non-proliferation education (A/57/124).

2. As expressed in our ministerial statement released in April 2014, the members of the Non-Proliferation and Disarmament Initiative are committed to actively promoting disarmament and non-proliferation education in order to create further momentum for achieving a world free of nuclear weapons.

3. According to the report of the Secretary-General, the overall objective of disarmament and non-proliferation education is to impart knowledge and skills to individuals to empower them to make their contributions, as national and world citizens, to the achievement of concrete disarmament and non-proliferation measures. Disarmament and non-proliferation education should thus not be intended to indoctrinate in terms of specific ways of thinking, but rather to nurture critical thinking. In this way, people will be empowered to obtain a thorough grasp of the international situation, make sound judgments and take appropriate actions.

4. Besides placing importance on critical thinking in disarmament and non-proliferation education, members of the Initiative also encourage all efforts to promote awareness-raising, a catalyst which leads individuals to an aspiration to pursue a world free of nuclear weapons. Such efforts shall include visits by leaders, young people and others to, and interactions with, communities and people, including those affected by the use of nuclear weapons, who pass on their experiences to future generations, to ensure that their memories do not fade away.

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We will actively promote this issue in the 2020 Treaty review process and are committed implementing the above-mentioned recommendations and efforts.

5. The members of the Initiative note the various documents that address the importance of disarmament and non-proliferation education and awareness-raising, including the draft final document of the 2015 Review Conference and the final report of the Open-ended Working Group taking forward multilateral nuclear disarmament negotiations in 2016 (A/71/371).

6. Profound understanding and awareness of the realities of the catastrophic humanitarian consequences of any use of nuclear weapons fundamentally underpin all work in pursuit of a world free of nuclear weapons. There are various approaches to and positions on how to proceed with nuclear disarmament. Nevertheless, it is beyond controversy that the realization of a world free of nuclear weapons is a desire shared by all mankind. Members of the Initiative are committed to taking forward every effort, through education and awareness-raising, to foster and convey to the next generation the will to pursue this lofty ideal.

7. In implementing action 22 of the action plan adopted at the 2010 Review Conference, States parties are invited to take into account the following four points:

(a) Because achieving a world free of nuclear weapons requires long-term and continuous efforts, educating young people, especially teenagers, is most crucial. Such efforts are encouraged to be made with a focus on ways to cultivate critical thinking, such as role-playing and simulated negotiations;

(b) The amassed knowledge and experience of the realities of atomic bombings should also be passed on to younger generations, so that they can actively engage in disarmament and non-proliferation issues;

(c) Disarmament and non-proliferation education and awareness-raising should be undertaken in a collaborative way. Various actors, such as governments both national and local, international organizations, non-governmental organizations, the media, academics and the private sector, should cooperate closely with and learn from one another through interaction. Governments can serve as the hub of a network of actors and a provider of resources to facilitate interaction;

(d) In the 2002 report on disarmament and non-proliferation education, it was recommended that new information and communications technologies be used, in particular the Internet, as well as a full range of pedagogical methods, including literature, theatre and other artistic activities.

Annex

Disarmament and non-proliferation education and awareness-raising

The following are examples of the achievements and programmes pursued by the international community, including members of the Non-Proliferation and Disarmament Initiative, as of May 2017:

1. In 1978, the United Nations Disarmament Fellowship, Training and Advisory Services Programme was launched by the General Assembly at its first special session devoted to disarmament. The Programme is aimed at the training and specialization of national officials in more Member States, in particular the developing countries, and enabling them to participate more effectively in international deliberating and negotiating forums. As of 2017, through the Programme, more than 900 public officials from more than 160 Member States, many of whom are now in positions of responsibility in the field of disarmament within their own Governments, have been trained.

2. Since 2003, Canada has partnered with the Simons Foundation to award the Graduate Research Awards for Disarmament, Arms Control and Non-Proliferation. Since its inception, the programme has provided more than Can $280,000 in scholarships to Canadian graduate students working on issues of non-proliferation, arms control and disarmament and has helped to encourage a new generation of young Canadian scholars dedicated to further expanding their knowledge of and expertise in these critical issues.

3. In 2010, Japan launched the programme "Special Communicator for a World without Nuclear Weapons", through which the hibakusha were designated special communicators to support the transmission of their first-hand experiences of the consequences of the use of nuclear weapons to the international community and future generations. As of May 2017, the Ministry of Foreign Affairs has issued a total of 261 commissions for the programme for 83 separate events. As part of this effort, since 2011, Japan has had the stories of the hibakusha translated into 13 languages, including Chinese, English, French, Korean, Russian and Spanish, in cooperation with the cities of Hiroshima and Nagasaki and the embassies in Tokyo, making them available on the website of the Ministry, www.mofa.go.jp/policy/un/disarmament/arms/testimony_of_hibakusha.

4. In 2013, Japan launched the programme "Youth Communicator for a World without Nuclear Weapons" with the aim of passing on the realities of atomic bombings to future generations at a time when the hibakusha are ageing. In 2016, the Japanese Foreign Minister, Fumio Kishida, expressed his strong desire to share this sense of mission with young people around the world, launching the programme worldwide. As of May 2017, 225 young people have served as youth communicators.

5. From 4 to 8 July 2016, the Ministry of Foreign Affairs of Mexico, along with the James Martin Center for Non-proliferation Studies, the Agency for the Prohibition of Nuclear Weapons in Latin America and the Caribbean, and the Matías Romero Institute of the Mexican Diplomatic Academy, conducted its third annual summer school on nuclear disarmament and non-proliferation, aimed at Latin American and Caribbean diplomats. The purpose of the programme was to generate a space for analysis and thoughtful discussion concerning the relevance of nuclear disarmament and non-proliferation through broad and thorough capacity-building in the notions, technologies and basic policies relating to nuclear weapons, the multilateral processes that lead to treaties on these weapons and new developments and perspectives. Participants included representatives of 25 regional countries, who

were able to interact with international experts in the field of nuclear disarmament from civil society, government and the academic sector.

6. On 3 October 2016, on the margins of the First Committee of the General Assembly, Poland, with the participation of other countries and the Office for Disarmament Affairs, organized the side event "United Nations study on disarmament and non-proliferation education — what's next?". The purpose of the event was to bring together the co-authors of the United Nations study on disarmament and non-proliferation education and other stakeholders to look back at what had been achieved since 2002 and take a fresh look at the future of disarmament and non-proliferation education in the digital age.